Supporting the IEP Process in the Absence of an SLP
(Uncovered LOA, Vacancy or Over Caseload)

1. New Referral / Supplemental Assessment Request:
If the team accepts a referral for a full special education assessment that includes a speech-language assessment, notify the parent that a supplemental assessment will be held once an SLP is assigned to the site.

If the SLP receives a new referral for a speech-language assessment (i.e., SLP-only for a student *not already receiving special education services*), notify the parent that an initial assessment will be completed once an SLP is assigned to the site. The referral needs to be completed by the site SLP and the assessment plan will be left open.

2. Triennial Assessment/Annual IEP's:
- **Present Levels:** IEP team members should use this page to describe student performance (expressive language, receptive language, written language, speaking & listening, etc.). Team members do not need to be skilled assessors in the area of "COMMUNICATION DEVELOPMENT" to write general statements of current performance levels, indicating the author of the input. Team members can include observations about student skills that appear to impact the student's participation in the educational setting. For example, a teacher/educational specialist can comment on *Speaking and Listening* based on classroom performance and their knowledge of the student's abilities.

- **IEP Goals**
  - *Regarding IEP goals addressed previously by the SLP ONLY (e.g. apraxia, phonology, fluency):* If no other provider is on the goal, carryover the "old goal" to the new IEP, and note in the baseline that the goal may be updated in an Amendment IEP. Furthermore, document in Team Action that goals will be updated in an Amendment IEP.

  - **Regarding IEP goals addressed previously by both SLP and Ed Specialist (a.k.a. joint goals, shared goals):** Add the related service to the same goal areas that the related service provider supported on the previous IEP. For example, if the SLP supported a goal related to expressing more complex messages for a student with complex communication needs, and that is still an area of need, then the SLP would be listed as one of the IEP team members responsible for implementing the goal. When locking the goal, indicate the name of the administrator for the service provider of the related service. Once the related service provider is assigned, he/she will change the provider name.

    * NOTE: Non-SLP Team members can update progress on shared goals based on the data they have collected, refer to the data as such, and write a new goal, if appropriate, in that area.

- **Service Frequency:** Use the same service frequency (hours per year) from the previous IEP for the related service. Indicate the name of the administrator as the provider. Once the related services provider is assigned, he/she will change the provider name.

- **Speech/Language Only IEPs:** All annual and triennial IEPs/Assessments will be addressed when an SLP is assigned.

3. Interim IEP's

Notify the site SLP (when there is one assigned) whenever an interim with SLP services needs to be completed so they can determine whether or not their workload will allow them to complete it. If not, or if there is no SLP at the site, the team would follow the same steps for annuals/triennials in the absence of an SLP using information from the current out-of-district IEP.

4. Team Action Log

- **Triennial Assessments:** Please write on the team action log:

  "When an SLP is assigned to the school site, a supplemental assessment plan will be developed, an assessment will be completed and a supplemental IEP will be held to review areas of need supported by the related service provider that was previously unavailable.

- **Annual IEP:** Please write on the team action log:

  "A supplemental IEP may be held when an SLP is assigned to the school site if there are any sections of the IEP that need to be updated".

Once an SLP is assigned to the school, the following is recommended:

1) Allow time for the new SLP to become familiar with all of the students on his/her caseload. This will include observing students in their learning environment as well as reading the student's IEPs.

2) Allow the SLP to develop or update their schedule based on student's needs.

3) If there are any "catch-up" services needed, these services would be scheduled after the regular weekly schedule has been established and initiated. Make-up services may be made up during the course of the school year and/or during ESY if the student is eligible.

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